

Progression Guidance: Grammatical Knowledge through the Primary School

This is a guidance document. It complements the new National Curriculum Programmes of Study for Key Stages 1 and 2. It is not intended to constrain or restrict teachers' creativity. Within each stage, schools have the flexibility to introduce content earlier or later than suggested.

(Words in **bold** font indicate suggested terminology to be shared with children at each stage.)

Year group	Knowledge and skills: awareness, sentence construction and punctuation
Year R	<ul style="list-style-type: none"> • Primary focus on speaking and listening skills to develop speech, particularly communicating effectively in words and sentences; • write own name, using a capital letter; • recognise lower and upper case letters (and introduction of alphabet) from classroom display, alphabet songs and phonic activities; • read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary; • getting ready for nouns: label classroom objects: <i>table, cupboard, computer, slide</i>;
Year 1	<ul style="list-style-type: none"> • Continue to focus on speaking and listening, to develop effective speech through sentences; include oral retelling of a simple story or fairytale; • know that a sentence has a capital letter and a full stop; begin to use in own writing; • introduce the term punctuation; • join sentences with 'and'; call it a 'linking word'; use other linking words e.g. but; • sequence a few sentences to write a simple story or recount of real events; • read own work aloud to check for sense; • use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people; • nouns: understand and use singular and plural e.g. <i>dog dogs; chair chairs; wish wishes; dress dresses</i>; • know verbs as 'doing words': <i>playing, jumping</i>. Also, suffixes which can be added to some verbs, e.g. <i>help, helping, helped</i>; • use spaces between words; • introduce the question mark ? for a question, and an exclamation mark! for a surprise or a loud remark; begin to use these in own writing; • talk about describing words such as <i>pretty, new, blue, fierce</i>;
Year 2	<ul style="list-style-type: none"> • Develop speaking and listening e.g. through oral retelling of known stories, inserting simple connectives, perhaps using hand gestures; • focus on correct construction of simple sentences, inserting a capital letter and full stop appropriately and sometimes independently; • use a string of capital letters for effect, e.g: SUDDENLY

	<ul style="list-style-type: none"> • continue to practise using question mark and exclamation mark; • know that sentences have different forms: statement, question or command; • in speech and writing, develop coordinating conjunctions: <i>and, or, but</i>, and subordinating conjunctions such as: <i>when, if, that, because</i>; • read own work aloud, checking for sense; • introduce names for the word classes: nouns, adjective, verbs and adverbs; • use capital letters for proper nouns e.g. <i>Mrs Green, London; Emma</i>; • draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. <i>a red van; plain flour (noun phrase)</i>; • talk about adjectives which use the suffixes ‘ful’ and ‘less’ e.g. <i>playful, fearless</i>; • form nouns using the suffixes ‘ness’ and ‘er’ e.g. <i>happiness, player</i>; • use the suffixes ‘er’ and ‘est’ to show comparative and superlative adjectives, e.g. <i>taller tallest; older oldest; heavier heaviest</i>; • consistently use present and past tense of verbs when speaking and writing e.g. <i>catch caught; go went; see saw</i>. Also use continuous forms of verbs to mark actions in progress e.g. <i>Sarah is skipping, Mum was shopping</i>; • talk about ‘bossy verbs’ for imperative commands, e.g. when writing instructions • use simple gender forms correctly e.g. <i>his her; she he; him her</i>; • introduce the apostrophe for a contracted form e.g. <i>don’t, can’t, haven’t</i>; also to mark singular possession in nouns e.g. <i>the girl’s name</i> • introduce correct use of the comma in a list; • identify where direct speech occurs in a text, and notice ‘speech marks’. Begin to use speech marks in own writing;
Year 3	<ul style="list-style-type: none"> • Build speaking and listening skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry; • when constructing sentences, use a variety of ‘time’ and ‘cause’ conjunctions e.g. <i>when; before; after; while; because; so</i>; adverbs e.g. <i>then, next, soon</i>; or prepositions e.g. <i>before, after, during, in</i>; (these are also all connectives); • consolidate independent use of full stops and capital letters; • identify the main clause in a complex sentence (which makes sense by itself) e.g. ‘Although they were tired, <i>the foxes trudged on.</i>’ For some pupils, begin to identify the subordinate clause. • introduce the paragraph as a way to group related material; • begin to vary sentence openers, using different connectives; • become familiar with the term word classes; form some nouns using prefixes such as <i>super_ ; anti_ ; auto_</i> and find out what they mean; words with similar spelling

	<p>patterns can be referred to as a word family.</p> <ul style="list-style-type: none"> • choose nouns or pronouns appropriately for clarity <i>e.g. Jenny bought a Mars bar</i>; • identify adjectives in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective during shared reading and writing; • notice irregular verbs in the present and past tense: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time; • recognise that sentences need verbs to make sense; without a verb, a clause becomes a phrase; • tell children 'bossy verbs' have a fancy name: imperative verbs • use the perfect form of verbs <i>e.g. I have written my story so we can read it now.</i> • introduce an adverb which gives more information about the verb; • use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel; • practise and develop more confidence to use speech marks accurately to show direct speech. You may mention that they have another name which is 'inverted commas'; • reinforce use of commas in lists, exclamation marks and question marks • introduce the word preposition to show the position of one thing in relation to another; play games to practise e.g. put the red triangle in front of the blue cube; • learn to recognise and spell contractions: <i>cannot, can't; will not, won't; etc</i> • introduce the words 'omit; omission; possess; possession'; in readiness for teaching apostrophes • continue to say the alphabet and to become confident with alphabetical order; • use a dictionary to check meaning of words during reading
Year 4	<ul style="list-style-type: none"> • Use paragraphs as a way to organise ideas around a theme; • be able to identify the main clause and subordinate clause, and notice their various positions within a sentence; e.g. 'Although it was cold, <i>Jack took his coat.</i>' – can be written: '<i>Jack took his coat</i>, although it was cold.' (The main clause moves from the end of the sentence to the beginning); • build confidence to distinguish between statements, questions and commands; • begin to use connectives to structure an argument: <i>If; on the other hand</i>; • learn that strong, specific nouns and powerful verbs make good writing; • become familiar with using a thesaurus to expand vocabulary; keep a journal of words; • introduce the term pronoun during shared writing, to show how they help the writer to avoid repetition or ambiguity, e.g. <i>Josh</i> loved sausages. <i>He</i> ate three every day. <i>His</i>

	<p>mother gave them to <i>him</i>;</p> <ul style="list-style-type: none"> • recognise adverbs when reading, particularly those ending with 'ly'; use a comma after fronted adverbials at the beginnings of sentences; begin to use in writing; • use a comma to mark a pause within a complex sentence; • use two commas around extra information, e.g. Jess, <i>the shorter of the two</i>, asked Peter for a ladder. Explore other ways to punctuate extra information (a parenthesis), such as with a pair of brackets or dashes; • vary sentence order and sentence length, and examine the effect on the reader; • identify and apply apostrophe for possession e.g. <i>the baby's dummy; the ladies' hats</i>; teach basic rules for singular/plural nouns first; • compare this to the apostrophe for omission used by contractions e.g. won't; • introduce the term possessive pronoun e.g. <i>Jack's football, Miss Wood's ruler</i>; • use the term inverted commas when referring to speech marks, and clarify their use in direct speech; identify the difference between direct and reported speech; • identify the subject in a sentence, e.g. <i>Danny</i> caught a whopping fish; • emphasise the importance of making the subject and verb agree, both when speaking and writing, e.g. <i>We were</i> fishing; <i>I did</i> my homework; they <i>were</i> blue; • avoid using a double negative, e.g. <i>I never did nothing; can't nobody help?</i> • discuss the idea of formal and informal language • practise noticing the difference between 'phrase' and 'clause' when sharing a text; the phrase does not contain a verb; • develop confidence with contractions such as: <i>you're, should've, would've, it's/its</i> • introduce the term synonym for words which are similar in meaning, and antonym for words which are opposite in meaning; • introduce the word determiner for a word which specifies a noun as known or unknown e.g. <i>the, a or an; my, your; this, these, those; some or every</i>; • build dictionary skills to check the meaning of new words;
Year 5	<ul style="list-style-type: none"> • Improve skills in organisation of logical paragraphs; • use connectives more effectively to link sentences and paragraphs, to improve fluency of writing and cohesion of the whole piece (<i>sticking together</i>); • play with sentence order, exploring how changes affect the reader; • use punctuation accurately in complex sentences; use a comma to clarify meaning; • regularly investigate main clauses and subordinate clauses within sentences; • confidently identify sentences which are statements, questions or commands; • quickly identify a clause or phrase (a phrase has no verb); • introduce the idea that a relative clause begins with: <i>who, which, where, why, that</i>,

whose

- regularly use the term **word classes** when discussing nouns, adjectives etc;
 - convert **nouns** or **adjectives** into **verbs** using **suffixes** e.g. *ate, ise, ify*;
 - introduce **modal verbs** which indicate the degree of possibility e.g. *might, should, will, or must*. Also identify **adverbs** such as '*perhaps*' or '*surely*';
 - link ideas across paragraphs using **adverbials** e.g. *later, nearby, secondly*;
 - use the term **imperative verb** when reading/writing instructions;
 - introduce the idea of an **active** or **passive verb** in a sentence, e.g. *Dad took our photographs. Our photographs were taken.*
 - discuss terms of layout, such as *table, textbox, bullet point, sub-heading*;
 - revise the term **determiner** when referring to 'a, an, the, this, that or those'; mention that the words 'a' and 'an' are also called **indefinite articles** and 'the' is a **definite article**. These words (*a, an, the*) are determiners *and* articles.
 - consider how prefixes are added to verbs to change their meaning, e.g. *dis_ de_ mis_ over_ and re_ ; discover; detoxify; misunderstand; overtake*;
 - change nouns or adjectives into verbs by adding suffixes e.g. *_ate, _ise, _ify; generation – generate; intense – intensify; category – categorise*;
 - introduce the concept of '**ambiguity**' when a question is left in the air
 - introduce the idea of the **future tense**; *will be going, shall dine*;
 - reiterate the importance of **subject/verb agreement**; *I am, you are, we were; I did, you did, they did; I was, you were, he was, they were*;
 - develop confidence to identify a **preposition** within a sentence;
 - use the term **parenthesis** for an embedded clause of extra information; become familiar with ways to punctuate this using **commas, brackets** or **dashes**;
 - become familiar with the term **apostrophe for possession** for **singular** and **plural** nouns; introduce more problematic apostrophes for some **collective nouns**, e.g. *the children's coats; the firemen's engine; the women's club*;
 - develop confidence to identify **reported speech (indirect)** and **direct speech**; e.g. *James said that he didn't want to join in; James said, "I don't want to join in."*
 - use a **colon** before a list (e.g. of ingredients in baking) or before speech;
 - use the term **antonym** for words which are opposite in meaning;
 - avoid **double negatives**; know that neither correlates with nor, and either with or;
 - know the term **Standard English**;
 - use a dictionary and thesaurus to define words and to collect a variety of words to support writing;
- Improve range of **connectives** to give writing **fluency** and **cohesion**: e.g. using

Year 6

- adverbials** such as *'on the other hand; in contrast; as a consequence of this;*
- ensure correct identification of the **main clause** and **subordinate clause** in a **sentence**; explore different order in own writing; discuss effect of changes;
 - quickly identify **statements, questions** and **commands**, and punctuate correctly;
 - know that **relative clauses** begin with who, which, where etc;
 - readily identify the **passive** voice: e.g. *The window in the greenhouse was broken* (as distinct from the **active**.)
 - use expanded **noun phrases** in writing, to convey precise information: e.g. *The horse which jumped over the fence won the race;*
 - develop confidence to recognise and use **adverbials** which link ideas across sentences and **paragraphs**;
 - confidently identify the **past, present** and **future tense** within texts;
 - be able to select powerful and effective **verbs** when writing;
 - revise the term **modal verbs** to indicate degree of possibility: *might, should, will etc;*
 - confidently use the term **synonym** for words which are similar in meaning: *thin, slim;* and **antonym** for words which are opposite in meaning;
 - know the meaning of **preposition** and be able to identify these in texts;
 - recognise a **parenthesis** within a sentence (embedded clause) and know how to punctuate this accurately, with **commas, dashes** or **brackets**;
 - show how the **hyphen** can be used to avoid ambiguity: e.g. *man eating shark versus man-eating shark; little, used car versus little-used car;*
 - revise identification of **direct speech** and **reported/indirect** speech; use accurately in independent writing;
 - use the **semi-colon** to mark a bigger pause than a comma, separating two sentences which are closely linked in context: e.g. *The journey was very long; we all fell asleep.*
 - show also that a semi-colon can divide long items in a list;
 - revise use of the colon before a list. Introduce the **colon** as indicating a reveal: e.g. *I knew her secret: she was a ghost!*
 - show that an **ellipsis** is the omission of a word or phrase which is expected and predictable, e.g. *Jack waved to Kelly and (he) watched her walk away.*
 - use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing;
 - be able to identify **formal** and **informal** styles; begin to be able to use formal Standard English;
 - achieve competence in **subject/verb agreement**, both in speech and in writing e.g. *we were; they were; I did;*